

become stabilised in the organised rivalries of games, sports and social life.

Along with this deflection of hostility from friends to open foes of one sort or another goes the equally important development of allyship amongst friends. The compensating value of this rivalry of groups is that it brings to the children the active experience of mutual consideration and help within the group. They get the feel of working and playing *together*. They suffer the pressure of other children's wishes and contrary opinions which are yet not too different, not altogether contrary, since they come from friends. Each child's friendliness to his fellow-members of the group makes him more ready to give way, to try to see their point of view. It is possible to " give and take " with those whom he loves, although not with those whom he fears and dislikes. The quick-changing feelings of love and hostility which young children show for their playmates thus slowly settle down into the more stable friendships and personal rivalries in the work and the games of later childhood. And the spontaneous animosities of early group relations are gradually taken up into the approved and organised rivalries of a settled social life.

The child, moreover, discovers that other children can join with him, not only against other rival groups of children, but -even more importantly against the grown-ups. This occurs even within the family, but more readily still in the larger groups of the school, or friends outside the home. This comradeship of other children, and the support which it gives against the child's deeper anxieties in relation to his parents, is an enormous help to him in developing confidence and security with the grown-ups. This support is felt not only

against the real parents and other adults, but
even more
significantly against the internalised parents,
the child's
super-ego. What the group does together can be
done safely.
" If other children can do these things without
punishment
and danger, I can do them without punishment
and danger."
This sense of inner support which comes from the
companion-
ship of other children is not only a great relief
to psychic
tension, but a pre-condition of the development
of a sense of
reality in actual relations with adults.
It is under the shelter of this alliance with
others of his own
age that the child wins his first real
independence of his